
Modern Journal of Social Sciences and Humanities
ISSN: 2795-4846 Vol. 4 (2022)
https://mjssh.academicjournal.io/index.php/mjssh

SPECIFICITY OF TRAINING CHILDREN OF PRIMARY SCHOOL AGE

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Abstract: The article discusses modern methods that can be used in primary school lessons. Special Attention is paid to the specifics of teaching children of primary school age. Theoretical ideas are based on a technological approach to teaching children.

Keywords: pedagogy, psychology, primary school age, "I" of the child.

Primary school age is a special period in the life of a child, which stood out historically relatively recently. The emergence of this age is associated with the introduction of a system of universal and compulsory incomplete and complete secondary education. The content of secondary education and its tasks have not yet been finally determined, therefore, the psychological characteristics of primary school age as the initial link in school childhood cannot be considered final and unchanged either.

By the end of the preschool period, a number of new mental formations are formed:

- desire for socially significant activities;
- the ability to control one's behavior;
- be able to make simple generalizations;
- practical mastery of speech;
- the ability to build relationships and collaborate with other people.

With these neoplasms, the child moves into the next age period.

Primary school age (from 6-7 to 9-10 years old) is determined by an important external circumstance in a child's life - admission to school. By the age of 6-7, the child is basically ready for systematic schooling. We need to talk about him already as a person, since he is already aware of his behavior, can compare himself with others. The future student is already aware of what place he occupies among people and what place he will have to take in the near future (he will go to school). Thus, he discovers a new place for himself in the social space of human relations.

The transition to school age is associated with decisive changes in his activities, communication, relationships with other people. Teaching becomes the leading activity, the way of life changes, new duties appear, the relationship of the child with others becomes new.

The new social situation introduces the child into a strictly regulated world of relations and requires from him a strict organized arbitrariness responsible for discipline, for the development of performing actions related to the acquisition of learning skills, as well as for mental development. Thus, the new social situation of development toughens the conditions of the child's life and acts as a stressful one for him.

Thus, there is a crisis of 7 years. According to L.I. Bozovic, the crisis of 7 years is the period of the birth of the social "I" of the child.

A change in self-consciousness leads to a reassessment of values. That is, what used to be more significant in the life of a child becomes secondary. Old incentives are replaced by new ones. Everything that is connected with educational activity (first of all, marks) turns out to be more valuable than, for example, a game. The schoolchild continues to play games, as it was at preschool age, but the game already ceases to be the content of his life. According to D.B. Elkonin's crisis of 7 years arises on the basis of the emergence of personal consciousness. And highlights the main symptoms of the crisis:

- ✓ loss of immediacy. Wedged between desire and action is the experience of what significance this action will have for the child himself;
- ✓ mannerisms: the child builds something out of himself, hides something (the soul is already closed);
- ✓ a symptom of "bitter candy": the child feels bad, but he tries not to show it. Difficulties in upbringing arise: the child begins to withdraw and becomes uncontrollable.

These symptoms are based on the generalization of experiences. The child has a new inner life, a life of experiences, which is not directly and immediately superimposed on the outer. The emergence of inner life is an extremely important fact; now the orientation of behavior will be carried out within this inner life.

The crisis requires a transition to a new social situation, requires a new content of relations. The child must enter into relations with society as with a set of people carrying out obligatory, socially necessary and socially useful activities. In our conditions, the tendency towards it is expressed in the desire to go to school as soon as possible.

At primary school age, there is an intensive development of mental functions:

Development of thinking.

A feature of a healthy psyche of a child is cognitive activity. The curiosity of the child is constantly directed to the knowledge of the world around him and the construction of his own picture of this world. The child, playing, experimenting, tries to establish causal relationships and dependencies. He himself, for example, can find out which objects sink and which will float. The more mentally active the child is, the more questions he asks and the more varied these questions are. A child may be interested in everything in the world: how deep is the ocean? How do animals breathe there? How many thousand kilometers is the globe?

The child strives for knowledge, and the very assimilation of knowledge occurs through numerous “why?” "as?" "why?". He is forced to operate with knowledge, imagine situations and try to find a possible way to answer the question. When some problems arise, the child tries to solve them, really trying on and trying, but he can also solve problems in his mind. He imagines a real situation and, as it were, acts in it in his imagination. Such thinking, in which the solution of the problem occurs as a result of internal actions with images, is called visual-figurative. Figurative thinking is the main type of thinking in primary school age.

Of course, a younger student can think logically, but it should be remembered that this question is sensitive to learning based on visualization.

The thinking of a child at the beginning of schooling is characterized by egocentrism, a special mental position due to the lack of knowledge necessary to correctly solve certain problem situations. Thus, the child himself does not discover in his personal experience knowledge about the preservation of such properties of objects as length, volume, weight, and others.

The lack of systematic knowledge, insufficient development of concepts leads to the fact that the logic of perception dominates in the child's thinking. For example, it is difficult for a child to evaluate the same amount of water, sand, plasticine, etc. as equal (the same) when their configuration changes in accordance with the shape of the vessel where they are placed before his eyes. The child becomes dependent on what he sees at each new moment of changing objects. However, in the primary grades,

a child can already mentally compare individual facts, combine them into a coherent picture, and even form abstract knowledge for himself, remote from direct sources.

The development of attention.

The cognitive activity of the child, aimed at examining the world around him, organizes his attention on the objects under study for quite a long time, until interest dries up. If a 6-7-year-old child is busy with an important game for him, then he, without being distracted, can play for two or even three hours. Just as long, he can be focused on productive activities (drawing, designing, making handicrafts that are significant to him). However, such results of concentration of attention are a consequence of interest in what the child is doing. He will languish, be distracted and feel completely unhappy if he needs to be attentive in those activities that he is indifferent to or does not like at all.

An adult can organize the child's attention with verbal instructions. He is reminded of the need to perform a given action, while indicating the methods of action ("Children, open the albums. Take a red pencil and in the upper left corner - right here - draw a circle...", etc.).

To a certain extent, a younger student can plan his own activities. At the same time, he verbally pronounces what he must and in what sequence he will perform this or that work. Planning certainly organizes the child's attention.

And yet, although children in the primary grades can arbitrarily regulate their behavior, involuntary attention prevails. It is difficult for children to concentrate on monotonous and unattractive activities for them or on activities that are interesting, but require mental effort. Disconnection of attention saves from overwork. This feature of attention is one of the reasons for

inclusion of elements of the game in the lessons and a fairly frequent change in the forms of activity.

Children of primary school age, of course, are able to keep their attention on intellectual tasks, but this requires tremendous efforts of will and organization of high motivation.

The development of the imagination.

At primary school age, a child in his imagination can already create a variety of situations. Being formed in the game substitutions of some objects for others, the imagination passes into other types of activity.

Under the conditions of educational activity, special requirements are imposed on the child's imagination, which defeat him for arbitrary actions of the imagination. The teacher at the lessons invites the children to imagine a situation in which certain transformations of objects, images, signs take place. These educational requirements stimulate the development of the imagination, but they need to be reinforced with special tools - otherwise the child finds it difficult to advance in the voluntary actions of the imagination. These can be real objects, diagrams, layouts, signs, graphic images and more.

Composing all kinds of stories, rhyming "poems", inventing fairy tales, depicting various characters, children can borrow plots known to them, stanzas of poems, graphic images, sometimes without noticing it at all. However, often the child deliberately combines well-known plots, creates new images, exaggerating certain aspects and qualities of his characters. A child, if he has sufficiently developed speech and imagination, if he enjoys reflecting on the meanings and meaning of words, verbal complexes and images of the imagination, can come up with and tell an entertaining story, can improvise, enjoying his improvisation himself and including other people in it. ten]

In the imagination, the child creates dangerous, scary situations. The main thing is overcoming, finding a friend, access to the light, for example, joy. The experience of negative tension in the process of creating and deploying imaginary situations, managing the plot, interrupting images and returning to them train the child's imagination as an arbitrary creative activity.

In addition, imagination can act as an activity that brings a therapeutic effect.

A child who experienced difficulties in real life, perceiving his personal situation as hopeless, can go into an imaginary world. So, when there is no father, and this brings inexpressible pain, in the imagination one can acquire the most wonderful, most extraordinary, generous, strong, courageous father.

Imagination, no matter how fantastic it may be in its storyline, is based on the norms of real social space. Having experienced good or aggressive impulses in his imagination, the child can thereby prepare for himself the motivation for future actions.

Imagination in the life of a child plays a greater role than in the life of an adult, manifesting itself much more often, and more often allows a violation of life reality.

The tireless work of the imagination is the most important way for the child to learn and master the world around him, the way to go beyond the limits of personal practical experience, the most important psychological prerequisite for the development of the ability to be creative and the way to master the normativity of the social space, the latter forces the imagination to work directly on the reserve of personal qualities.

Thus, primary school age is the age of intensive intellectual development. The intellect mediates the development of all other functions, there is an intellectualization of all mental processes, their awareness and arbitrariness.

Major psychological neoplasms:

arbitrariness and awareness of all mental processes and their intellectualization, their internal mediation, which occurs due to the assimilation of a system of scientific concepts.

Awareness of one's own changes as a result of the development of educational activities.

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